

**TEACHERS' WELFARE AND TEACHERS' PERFORMANCE IN THE TEACHING  
AND LEARNING PROCESS IN SELECTED GOVERNMENT AIDED PRIMARY  
SCHOOLS IN TINGEY COUNTY, KAPCHORWA DISTRICT**

**BY**

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**19MAED053H**

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## DECLARATION

I, Akongai Hellen (Sr.), hereby declare that this research dissertation entitled “Teachers’ welfare and teachers’ performance in the teaching and learning process in selected Government aided primary schools in Tingey county Kapchorwa district” is my original work and has never been submitted to any university for any award.

Signature



Date 20<sup>TH</sup> OCTOBER 2021.

**AKONGAI HELLEN (SR.)**

**APPROVAL**

This research dissertation entitled “Teachers’ welfare and teachers’ performance in the teaching and learning process in selected Government aided primary schools in Tingey county Kapchorwa district” has been presented with my approval as the candidate’s University supervisor

Sign .....Date .....

**Dr. GESA ANTHONY (PhD)**

Supervisor

## **DEDICATION**

In gratitude ,I dedicate this book to my dear parents .Mr.Emamu Augustine (my Dad) and Mrs. Margret Emamu Awor ( my mum), for their love ,un failing support and education they have enabled me to attain since childhood .I also dedicate this book to my community members who gave me enough time to work on my research.

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## **ABBREVIATIONS**

AIDs	Acquired Immune Deficiency Syndrome
ASEC	African Sisters Collaborative
D E O	District Education Officers
D.I.Ss	District Inspectors of Schools
DES	Directorate of Education Standards
HIV	Human Immune Deficiency Virus.
NCEH	National Centre for Environmental Health
OECD	Organization for Economic Cooperation and Development.
SESIL	Strengthening Education Systems for Improved Learning.
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
SR	Sister
TISSA	Teachers' Initiative in Sub-Saharan Africa
U.K	United Kingdom
UNATU	Uganda National Teachers Union
UNESCO	United Nations Educational Scientific and Cultural Organization.
UN-HABITAT	United Nations Human Settlements Program
URN	Uganda Radio Network

## ABSTRACT

The study attempted to examine the effect of teachers' welfare and teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District. It was guided by the following objectives: to find out the effect of teachers' housing on teachers' performance, to explore the contribution of provision of meals towards teachers' performance and to establish the relationship between teachers' medical care provision and teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District.

The study specifically adopted a cross-sectional survey research design. Using simple random and purposive sampling, a sample of 113 was selected to participate in the study. Data was collected by use of interview guide and questionnaires. Quantitative data was obtained by the use of self-administered questionnaires, analyzed through statistical techniques and presented in form of tables, proportions and percentages. For qualitative data, codes and labels were assigned to emerging themes, while for quantitative data, a Likert scale was used to measure the variables.

The study found out that provision of teachers' housing has an effect on teachers' performance; there is a significant contribution of provision of meals towards teachers' performance and the Pearson Product Moment Correlation Coefficient for provision of medical care and teachers' performance was  $r=0.544$ , with a probability value  $p=0.000$  which was less than  $\alpha=0.01$  suggesting a significant correlation.

The study concluded that teachers' housing is paramount to enhance teachers' performance, that the provision of meals towards teachers' performance is an aspect that cannot be ignored and that it would be critical to consider teachers medical care as a vital ingredient in stimulating teachers' performance.

The study recommended that government with the relevant educational stakeholders should put in place appropriate measures and mechanisms that are tailored towards availing enough teachers' houses, that the ministry of education science and sports has to urgently address the matter of the provision of teachers meals and that the government and the relevant ministry have the duty to provide medical care to teachers.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Introduction**

The study aimed at examining the effect of teachers' welfare and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District in order to improve teachers' performance. This chapter looks at the background to the study, statement of the problem, the purpose of the study, specific objectives of the study, research questions, scope and the significance of the study. This study examined the effect of teachers' welfare on performance of teachers in selected primary schools in Tingey County, Kapchorwa District.

#### **1.1.0 Background to the Study**

The world over, studies has shown that the performance of teachers is deteriorating as characterized by absenteeism, inadequate lesson preparation and poor methods of teaching; even the status of teachers and working conditions are not any better (Onen&Kimoga, 2015). The Education for All Global Monitoring Report states that inequality in education and quality of learning at primary level still remains poor, with millions of pupils leaving primary school cycle without basic skills (UNESCO, 2015).

According to Akinsolu (2010) teachers are a critical resource and the key determinant of quality in education; and if they are unmotivated, then development in the nation is doomed because education is a key instrument of social, economic and political transformation. To ensure that teachers perform their duties as educators, the Ministry of Education and Sports in Uganda has put in place quality-assurance measures, which include the Directorate of

Education Standards (DES), District Education Officers (DEOs), District Inspector of Schools (DISs) and School Management Committees (SMCs).With the insecurity and military coups of 1970s and1980s many government systems broke down and affected teachers' performance and, the teachers' welfare negatively. The Ministry of Education and Sports in Uganda has put in place quality assurance measures for strengthening Education Systems for Improved Learning (SESIL), support supervision by different school stake holders , annual teacher performance appraisal, introduction of customized performance targets for head teachers whereby head teachers sign performance agreements to ensure efficiency and effectiveness in the service.

### **1.1.1 Historical Perspective**

Employee welfare can be traced from the Industrial Revolution in Europe. In early1820s, workers started forming groups to address some of the challenges caused by the revolution and managers throughout the world have used it to enhance workers' performance since then. It has been observed by the World Bank Group (2015) that the performance of teachers all over the world is deteriorating according to teachers' performance indicators like attendance and activity, pedagogical knowledge and skills, teachers' effects on pupils' learning including assessment and evaluation. On the other hand, poor and deplorable working conditions are among other factors contributing to teachers' performance (Mbogo, .2017),literature indicates that most of the studies were done in the developed countries such as United States of America, United Kingdom, Canada and New Zealand but very few were undertaken in the developing countries (Ngimbudzi, 2009).

### **1.1.2 Theoretical Perspective**

This study was guided by Scientific Management theory (Fredrick Taylor, 1911). The theory stresses the intention of increasing productivity by way of improving the efficiency

and effectiveness of employees. Fredrick Taylor developed four principles of management: one, study of the job to establish the best way to do it; two, selection of new method and worker and having that worker trained scientifically in the best way to do the work; three, matching the selected and trained worker to have maximum results; and four, dividing the task and responsibility equally between management and workers to do the job efficiently and economically (Prasad, 2010).The theory was relevant to the study in that it asserts that trained workers should have maximum results which directly relates to the performance of teachers.

### **1.1.3 Conceptual Perspective**

Many scholars have defined performance in various ways depending on one's approach, all pointing towards efficiency, economy, results, or return (profits) on investment. Scholars such as Feng, consider performance as the behavioral aspect that defines the way in which organizations, teams an individual employees get work done; it is the output record of a specific job function or activity at a given time, (Armstrong; 2003).

Performance is the degree to which an employee's and organizational goals are met (Feng, 2010). It comprises both behavior and outcomes (Armstrong, 2003, Feng, 2010). Feng (2010) opines that performance can be viewed from three different angles, that is, result oriented performance, and conduct oriented performance and the integration of conduct and result-oriented performance. In this study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives, through lesson preparations which involve making schemes of work, preparing lesson plans, keeping record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities and counseling and guidance.

Welfare is to keep enriching the quality of life of the workers,keep them happy and

contented and have their job motivation levels high. Teachers' welfare means taking care of the teachers by the government, private employers, non-governmental organizations, parents, school administrators and the teachers' trade union directly and indirectly through provision of housing, meals, payment of allowances, construction of classrooms, guidance and counseling, provision of loans, and provision of instructional materials (Odeku & Odeku, 2014). Welfare in the present study is measured in form of housing teachers, providing meals to teachers at school and providing medical care to enable teachers perform their duties as educators.

#### **1.1.4 Contextual Perspective**

Education outcomes depend on the quality and effectiveness of the teachers. The work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (UNESCO, 2015).

the deteriorating quality of primary education and poor teacher performance in government schools in Uganda could be attributed to low teacher incentives. The situation in Tingey County, Kapchorwa District is that teachers' welfare is quite alarming and this could affect their performance. There are 35 primary schools, with 35 head teachers, 326 teachers, 420 members of School Management Committees, 1 District Education Officer, 1 District Inspector of Schools and 2 Area Inspectors of School. Sipi Sub County consists of 6 parishes namely: Kabeywa, Gamatui Kapkwirok, Mt. Elgon Nation park, Tangwen and Yembek. There are 10 government primary schools in Sipi Sub County; these schools are: Kapkwai, Tangwen, Kabeywa, Kapkwirok, Gamatui Boys, Gamatui Girls, Sipi, Chemasong, Bugymoto, Nyasile primary schools.



## **1.2 Statement of the problem**

School welfare is taking centre-stage in modern school administration since it is one of the staff motivation elements (Maicibi, 2005). In Uganda teaching, nonetheless, is facing a challenge of losing many of its credible and intelligent teachers who have quit the profession on grounds of meager pay (Bamusananire, 2010; Okwenje, 2014). Teaching, which was at one time, in Uganda, a profession that gave pride to whoever joined it eventually became publicly detested and ridiculed (Sekiwu, 2003). People join a professional calling not only to pursue a career but also to earn a living and expect high achievements from such a career in order to improve their personal, family, community wellbeing as well as their social status (Ogunsaju, 2002). Ideally, teachers are supposed to be provided good working conditions characterized by decent accommodation, meals at school, medical care in order for them to achieve desired performance. Kapchorwa district local Government Education report 2018 showed that teachers' performance in the government primary schools is declining. In the year 2017 the pupils' failure rate was 17% and 11.4% in the year 2019, this could be attributed to poor teachers' performance in terms of teacher preparations, actual teaching and poor assessment during internal examinations. All this could be attributed to teachers' poor performance. It is, therefore, upon this background that the researcher conducted a study to examine whether teachers' welfare affects teachers' performance in the teaching and learning process in Tingey County, Kapchorwa District.

## **1.3 Purpose of the study**

The purpose of the study was to examine the effect of teachers' welfare and teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District so as to adopt appropriate measures to improve teachers' performance in the

teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District.

#### **1.4 Specific objectives of the study**

The researcher's study attempted to achieve the following objectives:

- i. To find out the effect of teachers' housing on teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District.
- ii. To examine contribution of provision of meals towards teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District.
- iii. To establish the relationship between teachers' medical care provision and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District.

#### **1.5 Research questions**

The study attempted to answer the following questions:

- i. What is the effect of teachers' housing on teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District?
- ii. What is the contribution of provision of meals towards teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District?

- iii. What is the relationship between teachers' medical care provision and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District?

## **1.6 Hypothesis**

The study tests the following null hypothesis

There is no significant relationship between teachers' medical care provision and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District

## **1.7 Scope of the study**

The study covered the content, geographical and time scope

### **1.7.1 Content scope**

The study focused on impact of teachers' welfare and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District. The independent variable was teachers' welfare as measured by teachers' housing (latrine and residential house), provision of meals (lunch and food ratio) and teachers' medical care (first aid and school sickbay). While the dependent variable was teachers' performance being measured by pre-teaching i.e. scheming and lesson planning; teaching i.e. class control and interaction of teacher with learners; i.e. assessment of learners and remedial lessons.

### **1.7.2 Geographical scope**

The study was conducted in government primary schools in Tingey County, Kapchorwa District. Tingey County is found in the southern part of Kapchorwa District. The study

focused on 7 primary schools; one girls' schools, one boy's schools and five mixed primary schools. Geographically, Tingey is a mountainous area surrounded by Sipi Falls and Mount Elgon forest, very cold weather with daily rain down pour.

### **1.7.3 Time scope**

The study covered a period of 2014-2018. This was the time when teachers' performance in Tingey County was reportedly declining from 63% to 41% as reported by the Directorate of Education Standards 2019.

### **1.8. Significance of the study**

The findings of this study may be useful in following ways:

The school managers might use this study to address the housing, feeding and medical care problems of their teachers to enable them perform better.

The school stakeholders may use this study to appreciate and influence the teachers' welfare provision services on teachers' performance in the teaching and learning process.

The learners might benefit when teachers' welfare is improved by passing in better grades.

The study will lead to the award of a degree Masters of Educational Administration and Leadership at the University of Kisubi to the researcher.

The findings of this study may contribute to the bank of knowledge consulted by other scholars, government policy makers and other private sectors. The findings, recommendations and conclusions may be useful to education policy makers by identifying gaps in the existing teachers' package in Uganda and filling it.

## CHAPTER TWO

### RELATED LITERATURE

#### 2.0. Introduction

This chapter is a review of related literature on welfare and teachers' performance that is basis for the current study. The literature review includes a theoretical review. It is organized according to the study objectives and variables. The review of literature highlights related studies done on teachers 'welfare and teachers' performance in the teaching and learning process.

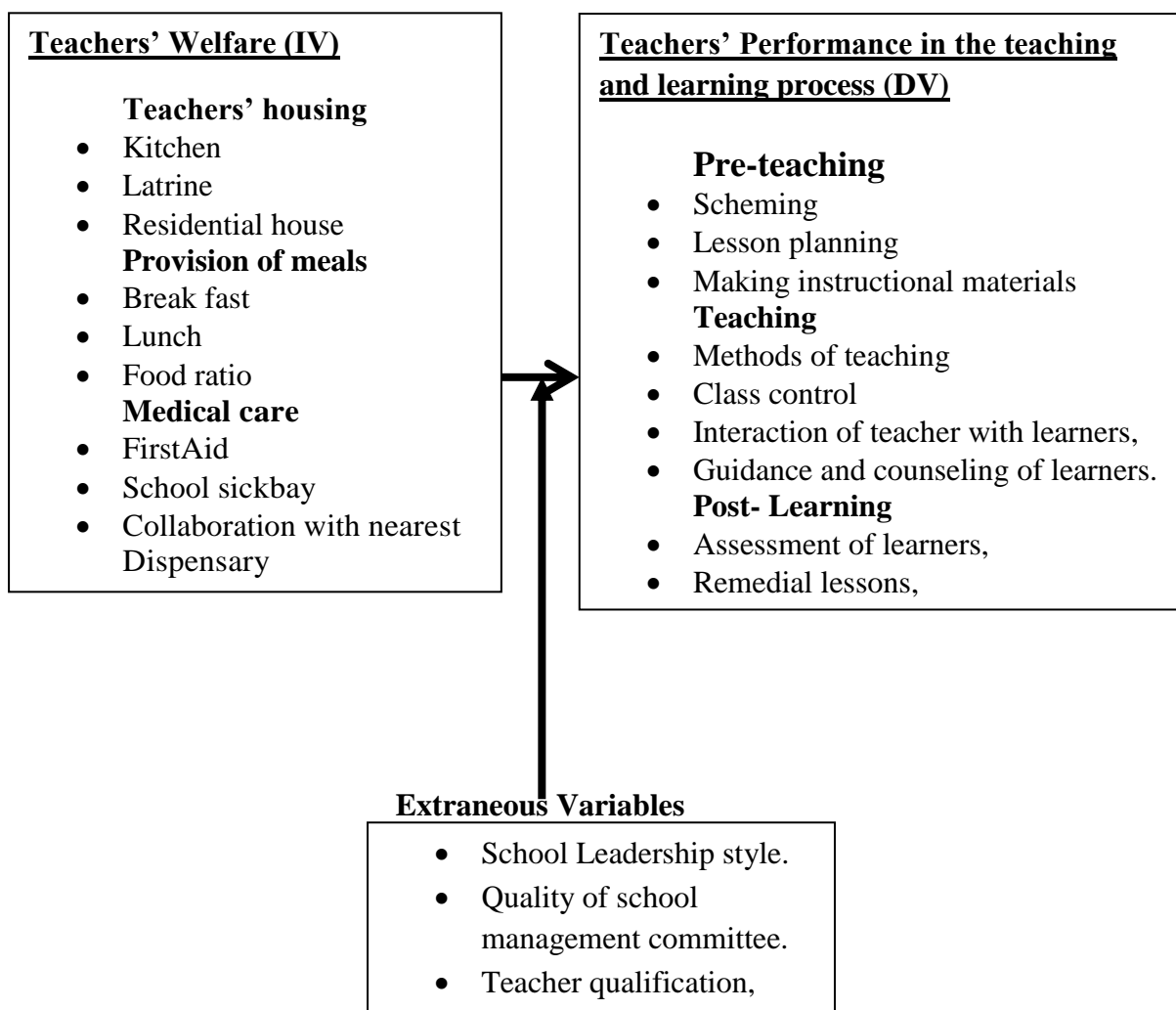
#### 2.1. Theoretical Review

Literature was reviewed basing on the functional theory of labour welfare (Mishraand Bhagat 2007) According to the Functional theory of Labour Welfare, if an employer takes good care of his workforce, they will tend to be more efficient by improving production and that programs for housing, education, training, provision of balanced diet and family planning measures are important for labour welfare. They increase the efficiency of workers in under developed countries. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are conducive, they will work resourcefully (Mishra, *et al*2007).

The concept of performance on the other hand is an activity in which an individual is able to accomplish successfully the tact assigned to him or her. It refers to adjusting behavior, results and actions of work to achieve results or outcomes (Nsubuga2008)Teacher performance, thus, is an essential requirement if a school is to maintain its efforts towards the realization of the school goals. The role of school managers is to attain school goals while the role of teachers is to maximize return for the school through achieving the

objectives, goals and mission of the school. Literature review shows that the concept of welfare is concerned with the total wellbeing of employees both at school and at home (Armstrong 2006). It is noted that if employees are housed, properly fed, treated and if their conditions of work are conducive, then their performance will be raised (Manzini & Gwandure, 2011). Fredrick Herzberg's (1959), in his Theory of Motivation, explains existing employee performance which states that there are certain factors in the work place that cause job satisfaction while others cause dissatisfaction. These two factors were divided into motivation and hygiene. The motivating factors are strong contributors of job satisfaction they include things like challenging work, recognition and responsibility (Nairuba, 2011, Bhatnagar, 2014,). The hygiene factors are not strong contributors of job satisfaction but very vital to meet the employees' expectations and prevent job dissatisfaction. This include provision of accommodation, break tea, lunch and medical care (Namuddu 2010, Bhatnagar, 2014). This theory is relevant to the current study because it is premised on the fact that if an employer takes good care of his workers, they will tend to be more efficient by improving production programs for housing, education, training, provision of balanced diet and family planning measures are important for labor welfare as they increase the efficiency of workers in under- developed countries. If workers are fed properly, clothed adequately and treated kindly, and if the conditions of their work are conducive, they will work resourcefully (Mishra *et al* 2007).

## 2.2 Conceptual framework



*Source: Constructed by the Researcher*

**Figure 2.1: Conceptual framework for teachers' welfare and teachers' performance in the teaching and learning process**

In the conceptual framework above, the independent variable is teachers' welfare as measured by teachers' housing (latrine and residential house), provision of meals (lunch and food ratio) and teachers' medical care (first aid and school sickbay). The hypothesis is that these variables could have an impact on the dependent variable which is teachers' performance in the teaching and learning process being measured by parameters such as pre-teaching i.e. scheming and lesson planning making; teaching i.e. class control and interaction

of teacher with learners; post-Learning i.e. assessment of learners and remedial lessons. However, there are some extraneous variables that could also have an impact on teacher' performance in the teaching and learning process. These include among others: school leadership style, quality of school management committee and teachers' qualification.

### **2.2.1 Teachers' housing and teachers' performance in the teaching and learning process**

According to UN-HABITAT Report, (2015) housing is accepted as one of the most important human need. In many districts in Uganda, many teachers live in squatter settlements or slums without security of tenure and with poor housing-related services (UN-HABITANT Report, 2015). Housing is still beyond the reach of most members of the teaching profession and many families cannot afford basic and decent formal housing (Tao, 2013; World Bank Report, 2015). As noted earlier, housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late coming; and it also enhances a teachers' status (Venkata & Lokanadha, 2015).

Kigenyi (2017) in his study on staff welfare and teachers' performance in public primary schools in Bugisu sub- region in Uganda noted that housing has a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region and concluded that schools in Bugisusb-region did not have enough teachers' houses. There was lack of adequate teachers' housing which had forced many of them to stay away from school in rented houses. Schools in Kapchorwa District are finding difficulties in accommodating their staff' or even moderate housing for teachers. From Kigenyi's findings, it is concluded that an improvement in the provision of teachers' housing leads to a significant increase in teachers' performance. Unfortunately, schools in Kapchorwa District did not have enough



teachers' houses and do not rent houses for their teachers. Thus, if schools want to increase teachers' performance, they need pay much attention to construction of more teachers' houses at school, Kigenyi (2017). This study was exclusively for schools in Bugisu sub-region but not in government primary schools in Tingeyi County, Kapchorwa District. *The National Centre for Environmental Health (NCEH, 2009) reports that Safe, affordable housing is a basic necessity for every family. Without a decent place to live, people cannot be productive members of society, children cannot learn and families cannot thrive.*

Housing may provide improvement on an employees' welfare. The Uganda Radio Network (URN 28<sup>th</sup> Macrch, 2013) quoted the Nakaseke LC 5 chairperson, Mr. Ignatius Koomu, saying that the teachers decided to occupy classrooms because of lack of staff quarters and apartments for rent in the neighboring trading centers. He explains that sleeping in the classrooms has compromised the lives of the teachers and contributed to poor sanitation the affected schools. Koomu says that the teachers sleep in the classrooms in the night and use them for lessons during day. He also says that some of the sub counties register over 40 percent of teacher resignations each year due to poor working condition. Some of the teachers who spoke to URN on condition of anonymity said they were fed up with the poor living and working conditions. The teachers said that they had applied for transfers to other districts with a better working environment and facilities. One of the teachers had said that three teachers shared, a single classroom each night. He said that classrooms are too dirty because pupils in the villages come to school barefooted. Steven Jojojo, a parent at Kinoni Primary School and district councilor says in some areas parents have set up huts to accommodate the teachers but they are not fit for human occupation. Ms. Kadaga the Speaker Uganda Parliament, (The Daily Monitor 7<sup>th</sup>, October, 2019), who represented President Museveni at the World Teachers' Day national celebrations in Kamuli District acknowledges the inadequate staff houses and said staff accommodation was a big challenge,

which affects performance. Much as many scholars have done different research in the world, there is a gap, in that the present study seeks to fill by establishing the effect of teachers' welfare in the effective performance in the government primary schools in Tingeyi County in Kapchorwa District in Uganda.

### **2.2.2 Provision of meals and teachers' performance in the teaching and learning process**

Food is universally accepted as one of the most important human needs. Providing meals during morning, lunch and afternoon helps contribute to teachers' physical health (Kigenyi, 2016). Teachers play a key role in the teaching and learning process and their contribution to quality education cannot be ignored, (Singh & Sarkar 2015:153). No matter how busy we are, we insist that everyone in the team stops and has a break. You cannot expect people to function on empty stomach: if you eat well, you work better.

However, none had focused on the effect of providing teachers with meals at school and the performance of government primary schools in Kapchorwa District. This study therefore is meant to fill this gap.

Provision of meals at school has a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region, Kigenyi (2017). He opines that an improvement in the provision of teachers' meals in public primary schools in Bugisu leads to a significant increase in teachers' performance. Moreover, that the findings were in tune with both local and international empirical studies related to the effect of provision of meals at school on teachers' performance in public primary schools in Bugisu sub- region but not in government primary schools in Tingeyi County, Kapchorwa District.

Several studies have been done to establish the factors that affect teacher performance in Uganda. Nairuba (2011) conducted a study on the effect of motivational practices on teachers' performance among secondary school in Jinja, Uganda. In his findings, he discovered that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja. The study revealed that although motivational practices were employed, teachers' performance was still very low. The study concluded that there could be other factors that were affecting teachers' performance in the schools. This study was specific to secondary schools in Jinja but not in primary schools where the researcher intends to examine teachers' welfare and teachers' performance in Tingey County, Kapchorwa District

### 2.2.3. Medical care provision and teachers' performance in the teaching and learning process

Teachers play an important role in the lives of children. In addition to facilitating learning, teachers are key agents of socialization, helping students reach their highest potential<sup>1</sup> and develop into responsible citizens. Consequently, there is a need to identify the role of teacher health and wellbeing (among other factors that can have an impact on student outcomes) and what schools, policy makers and other stakeholders can do to improve the situation. The idea that there could be a relationship between teacher health and wellbeing and student educational outcomes is based on the assumption that a teacher with low health and wellbeing, experiencing high levels of stress or who is ill at work, will not perform to the best of their ability. This could be as a result of different factors. For example, a teacher with low health and wellbeing may lack the energy required to deliver a lesson, which effectively pushes children to succeed. A teacher who is ill but at work may find it more difficult to manage poor pupil behaviour, leading to higher levels of disruption for the rest of the class. It would therefore seem likely that higher levels of teacher health and wellbeing would result in improved student educational outcomes. In addition, it is likely that presenteeism, defined

as reduced performance and productivity due to ill-health while at work, could cost employers two to seven times more than absenteeism. The health of employees is a major factor in an organization's performance and competitiveness. Employees in good health can be up to three times as productive as those in poor health; can experience fewer motivational problems; are more resilient to change and they are more likely to be engaged with the business's priorities (Waddell & Burton, 2006), as well as enhancing organizational productivity and outcomes. Workplace health interventions are more likely to be effective in organizations that promote good quality work. Evidence has shown that performing well is good for your employee's physical and mental health resulting in better self-esteem and quality of life (Waddell & Burton, 2004). An employer's attitude to workplace health is likely to depend on the culture of the organization and their motivation for investment. Bricheno *et al.*, (2009) conducted interviews amongst the 31 stakeholders from the Teacher Support Network Group, non-governmental organizations, academia, government and local authorities. It was striking that all respondents reported that teacher wellbeing would have an impact on student outcomes and the effectiveness of student learning. Spilt, Koomen and Thijs (2011) also reported that teachers are important adults in children's scholastic lives, and stated that there is some evidence that teacher wellbeing, at least indirectly, has significant effects on a student's socio-emotional adjustment and their academic performance. As Bricheno *et al.*, (2009) highlighted, there is still, therefore, a need for new studies (with appropriate research designs) to examine whether the causal relationship between teacher wellbeing and student outcomes exists. However, research has also suggested that teacher wellbeing and school initiatives designed to encourage student wellbeing can improve student wellbeing, but more research is needed regarding the role of teachers, what effect they have (in relation to other factors) and the link between teacher wellbeing, student wellbeing and educational attainment. Medical care in schools is vital. Comprehensive school health programmes are now a concern of education stakeholders all

over the world (Odhon'g and Omolo, 2015; Khan & Aleem, 2015; Lyimo, 2014). The provision of medical care to teachers is a concern for the teachers' mental and physical health, which affects their work as educators (Lyimo, 2014). It is revealed that teachers are entitled to medical benefits in form of maternity leave, paternity leave, sick leave which is provided on the recommendation of a government medical officer. According to the United Nations Education, Scientific and Cultural Organization (UNESCO, 2015), teacher turnover due to HIV/AIDS-related illness and death is becoming a chronic problem in Sub-Saharan Africa. It is noted in this report that teachers' health is a critical factor in the provision of quality government primary education in developing countries (Businge & Nakajubi, 2014). However, these researchers did not specifically establish the effect of provision of medical care to teachers on their performance in government primary schools in Kapchorwa District in Uganda. Teachers are also entitled to compensation for injuries, but this is at the discretion of the school where the teacher is working.

#### **2.2.4 Summary of Literature Review**

From the literature review, it is evident that provision of teachers' housing, food, medical care, and allowance and teacher performance are vital issues of teachers' welfare. However, there is little indication of any studies that have been done on the effect of such welfare services on the performance of teachers in government primary schools in Uganda. No studies were found to have been done to establish the effect of welfare on teachers' performance in government primary schools, more so, in Kapchorwa District.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter describes and justifies the methods that were used to collect and analyze data. It contains the research design, study population, sample size, sampling techniques and procedure, data collection methods, data collection instruments, data control measures (validity and reliability), procedure of data collection, data analysis, measurement of variables, ethical considerations and limitations.

#### **3.1. Research Design**

The study specifically adopted a cross-sectional survey research design with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). According to Amin (2005) and Mugenda and Mugenda (2003), this design is appropriate for studies of this nature; since it will provide a quantitative or numeric description of attitudes and opinions of the population by studying a sample or cross section of the population as well as collecting data from a sample from varied sources at one point in time. Such a design can produce data which permit the establishment of causal relationships.

#### **3.2. Study area**

This study was conducted in Tingey County, Kapchorwa District found in Eastern Uganda. Choice of area of study is premised on the fact that the researcher resides in and around the area and this facilitated her access to collect data from the respondents.

### 3.3. Study population

The researcher's study population came from the government primary schools within Tingey County, Kapchorwa District. The county has a total of 35 primary schools; out of which 7 schools were sampled to participate in the study; with 7 head teachers respectively, 32 teachers, 23 parents and 61 pupils; giving a total study population of 160. Purposive and convenience sampling methods were used in determining the study population

### 3.4 Sample size/study sample:

Out of the total population of 160, a sample 113 was selected to participate in the study. The sample size for this study was determined by sampling methods. Table 3.1 below shows the sampling frame.

**Table3.1: Sampling Frame**

Category of respondents	Population	Sample	Sampling techniques
Parents	23	17	Purposive Sampling
Head Teachers	07	05	Purposive Sampling
Teachers	32	23	Purposive Sampling
Students	51	35	Simple Random Sampling
<b>Total</b>	<b>160</b>	<b>113</b>	

*Source: Primary data (2021)*

The above sample size was also authenticated by the following formula:  $S = NP \sqrt{(P)(1-P)NP - 1(B/C)^2 + P(1-P)}$  S= Sample size NP=Population size P= Population proportion magnitude yielding the maximum possible samples size B=Sampling error which is 5%=0.05 C=Level of confidence at 95%.

The standard of confidence used by most researchers is 1.960.

$$S = NP (P)(1-P)NP-1(B/C)^2 + P(1-P)$$

$$S = 160 (0.5)(1-0.5)150-1(0.05/1.960)^2 + 0.5(1-0.5)$$

$$S = 160 \times 0.25 - 149(0.0025) + 1.92 (0.5)$$

$$S = 40 / 0.3725 + 0.96$$

$$S = 40 / 1.3325$$

$$S = 113$$

### **3.5 Sampling Techniques**

The researcher used simple random and purposive sampling techniques in determining the size. Simple random method was used to avoid bias and is good for large population (Amin, 2005). Purposive sampling technique will be used to select parents, teachers and head teachers. This was based on the researcher's interest and the cooperation of the respondents to participate in the study.

### **3.6. Data Sources**

The researcher collected data from both secondary and primary sources using a mixed methodology.

#### **3.6.1 Primary data sources**

This data was gathered from field findings with the main data collection methods being observation, interview and through questionnaires. Through interview method the researcher was able to directly interview Head teachers, teachers and parents on staff housing and provision of meals at school. The method helped the researcher to collect data physically



### **3.6.2 Secondary data sources**

This data was collected from textbooks, journals, government reports, unpublished theses and the internet. Secondary data was gathered from existing literature on employee welfare and performance and through documentary reviews in order to establish the existing level of knowledge on welfare and teachers' performance in the government primary schools in Tingey county, Kapchorwa District.

### **3.7 Data collection instruments**

The researcher used the three types of instruments in data collection for the purpose of triangulation namely: interview guide and questionnaires.

#### **3.7.1 Interview guide**

An interview guide on the other hand is a set of questions that a researcher asks when interacting with respondents in order to obtain required data in the study. It helped the researcher to understand the perceptions of the respondents better catering for respondents who may be more willing to talk than write.

#### **3.7.2 Questionnaire**

A questionnaire is a carefully designed form consisting of interrelated questions prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005). It is a research tool that gathers data over a large sample of respondents. Questionnaires were used because they cater for confidentiality, collection of a lot of data in a short time with a large number of respondents who are distanced. Questionnaires do not require close supervision; they are cheap and allow respondents to fill them at their

convenient time (Kothari, 2007). Questionnaires were administered to all the respondents.

### 3.8. Data Quality Control

#### 3.8.1 Validity

Validity is the extent to which an instrument measures what it is supposed to measure and whether it measures it accurately (Amin, 2005). To ensure validity, the Content Validity will be applied.

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items}} \times 100$$

**Table 3.2: Validity Results**

Sl	Variables	CVI	No. of items
1	The effect of teachers' housing on teachers' performance in the teaching and learning process	0.80	5
2	The contribution of provision of meals towards teachers' performance in the teaching and learning process	0.80	5
3	The relationship between teachers' medical care provision and teachers' performance in the teaching and learning process	0.80	5

*Source: Primary data (2021)*

Results in Table 3.2 show that all study variables had CVI above 0.7. the effect of teachers' housing on teachers' performance in the teaching and learning process had CVI of 0.75; the contribution of provision of meals towards teachers' performance in the teaching and learning process had CVI of 0.80 while the relationship between teachers' medical care provision and teachers' performance in the teaching and learning process had CVI of 0.80. This implies that data collection instruments were able to collect valid data for the study. According Amin (2005) an instrument is said to be valid if it's CVI is above 0.7. The

questionnaire was valid because the CVI was 0.8. The instruments were rendered valid when the computed CVI is 0.7 or more (Amin, 2005).

### 3.8.2 Reliability

Reliability is the extent to which an instrument consistently measures whatever it is measuring Amin (2005). Mugenda & Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher formulated a questionnaire with simple appropriate wording, direct and familiar to the respondents. The instruments were also pre-tested in a pilot study in one of the schools that were not be selected for the study. Reliability of the instruments was also determined using the Test-Retest method. This ensured accuracy, precision and clarity of the content. Then the Chronbach's alpha coefficient was used. The instrument was considered good for research purposes when the reliability is found to be more than 0.77.

$$\text{Chronibach's alpha coefficient; } \alpha = \frac{k}{(k - 1)} \times \frac{[(SD^2 - \sum SD_i^2)]}{SD^2}$$

Where:

k = number of items in the instrument (20)

SD = standard deviation of scores in the whole instrument

SD<sub>i</sub> = standard deviation of scores on individual items

### 3.9 Measurement of variables

Measurement is the process of assigning numbers to various degrees of observations, opinions and attitude about variables and the level of measurement is a function of the rules under which the numbers are assigned (Kothari, 2007). For the questionnaire in this study, the variables “welfare and teacher performance” was measured using ordinal scale; using a 5-point Likert scale format (Strongly Disagree = 1; Disagree = 2; Undecided = 3; Agree = 4 and Strongly Agree = 5). The questionnaire was divided into sections based on the independent and the dependent variable. Section A- items on personal information (demographic

characteristics); Section B- items on housing; Section C- items on meals at school and Section D- items on medical care

### **3.10 Procedure of data collection**

The researcher first obtained an introductory letter from the University permitting her to go and collect the data, visited the study area, met some study participants, then went ahead to distribute questionnaires. The researcher also made appointments with some participants to be interviewed. She collected the filled questionnaires and organized the data obtained for analysis.

### **3.11 Data analysis**

The data was collected both qualitatively and quantitatively. Quantitative data was obtained by the use of self-administered questionnaires, analyzed through statistical techniques and presented in form of tables, proportions and percentages. On the other hand qualitative data was obtained through interviews, analyzed by use of descriptive statistics and valid conclusions were done. For qualitative data, codes and labels were assigned to emerging themes, while for quantitative data, a Likert scale was used to measure the variables.

### **3.12 Research Ethical Considerations**

The researcher put into consideration ethical issues, for example, honesty, fairness, integrity and confidentiality in disclosure of methods, openness of intent, guarantees extra. The researcher took upon herself the corresponding responsibility to protect the respondents from any psychological torture and damage. She ensured that she gives the respondents freedom of participation in data responses voluntarily without intimidation and further assured the study participants that the responses that were given would be kept with maximum confidentiality.

### **3.13 Methodological limitations of the study**

The study was constrained by a number of limitations for example; fear and unwillingness of some respondents to give the data required for the study, failure to interpret some questions in the questionnaire correctly, leading to wrong responses, inferiority complex, limited time by both the researcher and the respondent's natural calamities such as too much rains, financial constraints on the side of the researcher. The researcher endeavored to create a friendly atmosphere for the respondents and explain the purpose for under taking the study to overcome some of this challenge.

The study focused only on Tingey County in Kapchorwa District, and so the findings could not be generalized to the whole district or country of Uganda for the reason that Tingey County could be having unique conditions that might not apply to other parts of the country. The researcher used a relatively large population from which she got a reasonable sample that was represented to enable the generalization of the findings. The researcher followed the research procedures and closely worked with the supervisor to curb further challenges prone to validity of data collection results.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.0. Introduction

The study was conducted in order to establish the effect of teachers' welfare and teachers' performance in government primary schools in Tingey County, Kapchorwa District. This chapter handles a major component of this study. This comprises the presentation of data relating to the set objectives. Similarly, the chapter gives information related to the background of those who participated in the study as here under;

**Table 4.1: The Response Rate**

Questionnaires	Frequency	Percentage
Number of questionnaires returned	108	95.6%
Number of questionnaires not returned	5	4.4%
Total number of questionnaires	113	100%

*Source: Field Data (2021)*

Out of the 113 questionnaires that were distributed 108 of them were filled and returned, thereby giving a response rate of 95.6%.

#### 4.1 The description of the respondent's background

The description of the respondent's background is given in terms of the following variables: Age, gender and level of education.

**Table 4.2: The distribution of respondents by age**

<b>Length of service</b>	<b>Frequency</b>	<b>Percentage</b>
10-20 years	30	48.1
21-40 years	46	42.6
41-50 years	28	7.4
51 and above years	4	1.9
<b>Total</b>	<b>108</b>	<b>100</b>

*Source: Field Data (2021)*

Table 4.2 shows that 7.4% of the respondents were of age between 41 to 50 years, 42.6% between 21 to 40 years, and 48.1% between 12 to 20 years, while those above 51 years of age were only 1.9%. This implies that all the respondents were mature enough to answer the questionnaire, and that means the data collected was reliable.

**Table 4.3: Distribution of respondents by gender**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	55.8	51.9
Female	53	48.1
<b>Total</b>	<b>108</b>	<b>100</b>

*Source: Field Data (2021)*

Table 4.3 above shows that the majority of the respondents were male with (51.9%) and female were (48.1%). This indicating that on ground there are more male teachers as well as students compared to female teachers and students. Therefore, this means that there are more male teachers involved in teaching the disabled than female teachers as well as more male disabled students than female disabled students.

**Table 4.4: Distribution of respondents by educational level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentage</b>
Secondary	53	49.1
Certificate	40	18.5
Diploma	20	18.5
Degree	15	13.9
Total	108	100

*Source: Field Data (2021)*

Table 4.4 above indicates that majority of the respondents who were of secondary education (49.1%) as compared to (13.9%) who were degree holders, while 18.5% were diploma and certificate holders. This implied that majority of the respondents were educated which is an added advantage, hoping that the quality of data collected well reflected upon.

#### **4.2. The effect of teachers' housing on teachers' performance in the teaching and learning process**

The first objective of this study was to find out the effect of teachers' housing on teachers' performance in the teaching and learning process in selected government primary schools in Tingeyi County, Kapchorwa District.

The study aimed at answering the question: what is the effect of teachers' housing on teachers' performance in the teaching and learning process? The findings from the respondents gathered using the questionnaire were summarized and presented below in Table 4.5.



**Table 4.5: The effect of teachers’ housing on teachers’ performance in the teaching and learning process**

Statement	Scale	Frequency	Percentage
Our School has enough teachers’ houses	Strongly Agree	25	23.1
	Agree	47	43.5
	Neutral	12	11.1
	Disagree	16	14.8
	Strongly Disagree	8	7.4
All teachers’ houses are within the School compound	Strongly Agree	30	27.8
	Agree	42	38.9
	Neutral	24	22.0
	Disagree	8	7.4
	Strongly Disagree	4	3.7
This School always rents houses for teachers	Strongly Agree	26	24.1
	Agree	31	28.7
	Neutral	24	22.2
	Disagree	19	17.6
	Strongly Disagree	8	7.4
All teachers are always housed by the school	Strongly Agree	27	25.0
	Agree	34	31.5
	Neutral	25	23.1
	Disagree	10	9.3
	Strongly Disagree	12	11.1
Some teachers are housed by the School	Strongly Agree	32	29.6
	Agree	38	35.2
	Neutral	18	16.7
	Disagree	13	12.0
	Strongly Disagree	7	6.5

*Source: Field Data (2021)*

Table 4.5 indicates that their Schools had enough teachers’ houses; that was more than a half of the respondents 72(67%) disagreed on the fact that their Schools had enough teachers’ houses This percentage shows that their schools had enough teachers’ houses.

On the other hand, majority of the respondents 56 (66.7%) agreed as compared to those who disagreed 12 (11.1%), with all teachers’ houses being within the school compound, 22.0% were not sure. This implies that all teachers’ houses being within the school compound. Respondents were also requested to indicate their degree of agreement or disagreement on the issue schools always rented houses for teachers.57(52.8%) agreed and only 27(25%)

disagreed with the statement. This means that their schools always rented houses for teachers. As regards all teachers being always housed by the school; 61(56.5%) agreed and only 22 (20.4%) disagreed. This implies that all teachers being always housed by the school. Finally, the issue of whether the Head teacher is housed by the School was investigated. 70(64.8%) agreed and only and only 20 (18.5%) disagreed with the statement. This implies that the Head teacher is housed by the School.

A reasonable majority of the respondents remarked:

*“.....Sincerely speaking, this district is constrained with teachers’ housing. There are hardly any school staff houses to speak of. Teachers have to find their own accommodation. We are a rural district that is also poor and only depend on funds from the government; parents cannot afford to rent houses for teachers who come from far. The schools are also located in hard-to-reach areas especially in the upper part of the district. Therefore, housing teachers has an effect on the performance of their duties. Teachers who travel long distances every day most times will be thinking on how to get to school and back home instead of scheming and lesson preparations and this is worsened by the late release of funds from the central government from which scholastic material are bought to make schemes of work. Without housing teachers, it becomes difficult to handle the issue of absenteeism and late coming. It has given chance to teachers to leave early”.*

Another interviewee said;

*“....Housing is a serious motivator when it comes to teachers’ performance. It makes the teachers respected by the community and it also gives the teachers some comfort in their work. It minimizes absenteeism in all its forms and it makes the head teachers’ administration easy as he or she can easily call on a teacher for any official duty at any time. It also saves the time and money for rent and the teacher will feel valued.*

*However, this district does not have enough teachers' houses and most teachers have to find their own accommodation. Some travel long distances to the schools where they teach leading to late coming. But we have to recognize that not all teachers would like to stay at school. Most married female teachers prefer to come from their homes even when they could rent near the schools where they are working.....”*

One respondent said:

*“.....We do not have enough teachers' houses in our district and our public primary schools do not rent houses for teachers because of lack of adequate finances. Some private schools rent some houses for their teachers. This has contributed to poor teacher performance of their duties of making schemes of work, lesson preparations and seriously accounts for the issue of absenteeism.....”.*

While another respondent remarked that

*“.....Lack of teachers' houses is one of the biggest causes of teachers' late-coming and absenteeism in this district and it is quite challenging to act on such teachers who come from very far.”*

Another respondent remarked;

*“...Lack of teachers' houses at school in my area has greatly contributed to absenteeism, late-coming and poor syllabus coverage by most teachers. It is one of the causes of poor results in national examinations in this district.....You cannot expect a teacher who has been walking a very long distance to be very effective in his or her work. Definitely lack of enough teachers' houses in this region has contributed to poor teachers performance in terms of late-coming, absenteeism, discipline management and ultimately poor results at national level.....”*

One Head Teacher said:

*“.....I have been a headmaster for the last 12 years and I have so far served in 3 schools and all of them do not have teachers’ houses. Most teachers walk long distances from their homes to come to school and this has led to absenteeism and poor performance. They arrive at school at around 8:00am but they have to leave by 3:00pm. It is worse during the rainy season. Most teachers who come from far do not report to school, they call to inform you that they cannot come because it is raining. I have to request the teachers who stay near to handle their classes. You find one teacher attending to two classes at the same time and these (sic) compromises their performance.”*

One Head Teacher was supportive of the views of other head teachers but with reservations. His response was:

*“...It is true schools don’t have staff houses but most teachers would prefer to stay in their villages where they are born. Otherwise why don’t they rent near the school? You can see rental houses are just over there across the road but teachers prefer to walk very long distances to work in this school. Five out of the 8 teachers in this school stay about seven miles away from school. There must be a problem with their attitude. They think that being near home is when they will grow their crops for extra income to supplement on the little salary from government. You therefore don’t expect teachers to perform their duties well....”*

One Head Teacher also said:

*“.....Housing has a bearing on teachers’ performance. When teachers stay in school or near the school, they will come early, leave late, and will be available to guide and counsel the pupils on discipline and academic work. The time they spend*

*walking would be saved to make their lesson plans and do the scheming, mark pupils' exercise books or even rest or be involved in co-curricular activities. It is a pity that this does not happen and the district bosses don't seem to be concerned.....''*

For a Head Teacher of one school, the response was:

*“....It is not possible to expect teachers to perform very well when they stay very far. They will not be present all the time they are expected to be at school. They will come late and leave early and on some days be absent from duty and inform you that they are not feeling well and cannot walk the long distance. And since it is far, as a head teacher, you cannot also easily go there to find out if that teacher is sick. Lack of staff houses seriously affects teachers' performance in this school....’’*

#### **4.2.2. Provision of Meals and Teachers Performance in the teaching and learning process**

The second objective of the study was to examine the contribution of provision of meals towards teachers' performance in the teaching and learning process in government primary schools in Tingeyi County, Kapchorwa District. The data was collected from respondents in view of answering the research question: What is the contribution of provision of meals towards teachers' performance in government primary schools in Tingeyi County, Kapchorwa District. The findings were summarized Table 4.6 below.

**Table 4.6: Provision of Meals and Teachers Performance in the teaching and learning process**

Statement	Scale	Frequency	Percentage
The school always provides teachers with break tea	Strongly Agree	30	27.8
	Agree	37	34.3
	Neutral	17	15.7
	Disagree	22	20.4
	Strongly Disagree	2	1.9
Teachers are provided with food for lunch daily in this school	Strongly Agree	23	21.3
	Agree	40	38.0
	Neutral	21	19.4
	Disagree	8	7.4
	Strongly Disagree	15	13.9
This school regularly provides evening tea to teachers	Strongly Agree	25	23.1
	Agree	43	39.8
	Neutral	17	15.7
	Disagree	18	16.7
	Strongly Disagree	5	4.6
The school management budgets for teachers' meals at school	Strongly Agree	25	23.1
	Agree	47	43.5
	Neutral	12	11.1
	Disagree	16	14.8
	Strongly Disagree	8	7.4

*Source: Field Data (2021)*

The results from Table 4.6 were aggregated. Those who strongly disagree and disagree were grouped together while those who agreed and strongly agreed were also grouped together and those rated neutral were left intact. Respondents agreeing that the school always provides teachers with break tea were 67(62.1%) as compared to 24(22.3%) who disagreed while 17(15.7%) were neutral thus giving an implication that the school always provides teachers with break tea. The majority 64(59.3%) respondents agreed that teachers are provided with food for lunch daily in this school as 23(21.3%) disagreed while only 22(19.4%) were neutral. This implies that teachers are provided with food for lunch daily in this school.68(62.9%) of the respondents agreed with the statement that schools regularly provide evening tea to teachers, only 23(21.3%) disagreed and 17(15.7%) were neutral. This implies that schools regularly provide evening tea to teachers. Percentages show that more

than a half of the respondents 72(67%) agreed that the school management budgets for teachers' meals at school. This implies that the school management budgets for teachers' meals at school. Still majority of the respondents 56 (66.7%) agreed as compared to those who disagreed 12 (11.1%), with parents providing food staffs to schools. This implies that parents provide food staffs to schools.

Even some of the respondents interviewed remarked:

*“.....As a school, we do not provide break tea to our staff. However, our teachers normally contribute money from their own sources to buy food and sugar for both lunch and break tea. But we do not cater for evening tea.....”*

Asked what happens to teachers who do not contribute, one head teacher said:

*“...I have not had any teacher who has failed to contribute. All my teachers are very co-operative. Teachers cannot only fail to contribute because they earn salary at the end of every month, they may only refuse to pay if there is poor management of their funds. Ours is democratic, teachers themselves elect one colleague who handles our meals and makes accountability at the end of every term. If one does not have money at the time, we allow that teacher to have meals until salary is paid and then he or she pays up.”*

Asked if this had any effect on teachers' work at school, this same Head teacher said:

*“This affect teachers negatively and it is the reason we contribute to our meals at school in order to save on time and keep teachers in school.....”*

On the same question concerning teachers' contribution for meals at school, one head teacher revealed:

*“...My teachers get break tea and lunch but from personal contributions. They pull resources and plan for their own meals at school. They have appointed one of themselves to be in charge of their money for their meals and as administration, I do not interfere with their plans. I also contribute and this system is working very well. It has helped in keeping my teachers in school up to 5:00pm because before we started it, they would leave by 3:00pm....”*

Head teacher said:

*“...We do not provide break tea and lunch to teachers. They cater for their own meals. We are near the trading centre and so teachers buy their own breakfast and lunch. This has made time management quite difficult as most of them delay to come back after lunch. If one does not have money on a particular day like it is on most occasions, then it means that no breakfast and lunch. Some teachers pay to food sellers in those lockups in advance when they receive their salary while others eat on credit and pay when they get their salary at the end of the month.”*

Another Head teacher was supportive of the above when he reported:

*“...We do have meals but out of self contributions by the teachers themselves.”*

When asked about the management of the meals, the head teacher said:

*“...Out of the twelve teachers in this school, two are female and one was chosen to be in charge of our welfare. It is this welfare mistress who handles teachers' contributions for their meals and makes accountability every end of month because the contributions are made on monthly basis.....”*



Another interviewee had this to say:

*“...This school is unique from other schools in the district. This school is both day and boarding. It is also one of the oldest schools not only in the district but also in the country. Therefore teachers in this school receive both break tea and lunch. They get lunch at the same time with the pupils in the boarding section of the school. Teachers in this school are happy with this arrangement. Most teachers in the district would like to be transferred here because of good welfare for staff. You can see them in the staff room doing their work. They arrive here early and leave late because all is well including my management. Their only problem is the low salary by the government....”*

#### **4.2.3. The relationship between teachers medical care provision and teachers’ performance in the teaching and learning process**

Objective three of the study was to establish the relationship between teachers medical care provision and teachers’ performance in the teaching and learning process in government primary schools in Tingeyi County, Kapchorwa, District. The results of the findings from the respondents were summarized in Table 4.7 below and explained there after

**Table 4.7: Provision of Medical Care and Teachers' Performance in the teaching and learning process**

This school provides first aid to teachers always	Strongly Agree	28	25.9
	Agree	44	40.7
	Neutral	27	25.0
	Disagree	7	6.5
	Strongly Disagree	2	1.9
This school has a school sick bay for all teachers	Strongly Agree	24	22.2
	Agree	34	31.5
	Neutral	26	24.2
	Disagree	17	15.7
	Strongly Disagree	7	6.5
This school always collaborates with the nearest dispensary in providing medical care to teachers	Strongly Agree	29	26.9
	Agree	47	43.5
	Neutral	28	25.9
	Disagree	3	2.8
	Strongly Disagree	1	0.9
This school has a budget for teachers' medical care	Strongly Agree	23	21.3
	Agree	35	32.4
	Neutral	30	27.8
	Disagree	14	13.0
	Strongly Disagree	6	5.6
our school has a first aid box	Strongly Agree	26	24.1
	Agree	31	28.7
	Neutral	24	22.2
	Disagree	19	17.6
	Strongly Disagree	8	7.4

*Source: Field Data (2021)*

Results from the above table show that schools provide first aid to teachers always. This is indicated by 72(66.4%) as compared to 9(8.46%) who disagreed while 27(25.0%) were neutral. Thus, giving an implication that' schools provided first aid to teachers always. 58(53.7%) respondents further agreed that schools had a school sick bay for all teachers as compared to 24 (22.2%) who disagreed while 26 (2624.2) neutral. This implies that schools had a school sick bay for all teachers. Then 76 (70.4%) agreed that schools always collaborated with the nearest dispensary in providing medical care to teachers, only 4(3.7%) disagreed while 28(25.9%) neutral. This implies that schools always collaborated with the nearest dispensary in providing medical care to teachers. On the issue of school having a

budget for teachers' medical care, 58 (53.7%) agreed, only 20(19%) disagreed and 30(27.8%) neutral. This implies that school having a budget for teachers' medical care. Respondents were also requested to indicate their degree of agreement or disagreement on schools having a first aid box. 57 (52.7%) agreed and only 27(25%) disagreed with the statement. This implied that schools having a first aid box.

Some of the respondents interviewed said:

*“....This school does not provide medical care to both teachers and pupils because of inadequate financial resources. Our first aid box only has Panadol and sanitary towels for the girl child. In case of any medical problem, we rush the child to the health centre but if it is minor like headache, we then send the pupil home for the parent to handle. We are lucky this school is near the healthy centre. For our girl child, the senior woman teacher has organized the female teachers and girls from p.5 to p.7 to make local sanitary towels for use when the girls are in their periods.....”*

One Head Teacher said:

*“....We do not provide first aid to teachers. Teachers cater for their own medical care.”*

Another Head Teacher remarked:

*“.....My school does not provide medical care for teachers. But we have a first aid box for the children but it is not well stocked. It only has some sanitary towels and Panadol. Our teacher's cater for their own treatment because we do not have a budget for teachers' medical care.....”*

Yet according to another Head Teacher;

*“.....We do have a first aid box but it is not well stocked. It only has a few pain killers*

*and some sanitary towels for the girl child. We do not pay medical bills for teachers because they are paid a salary by the government which should cater their medical expenses.....”*

When asked if their school employed a qualified nurse to attend to teachers’ and pupils’ medical care at school, all head teachers indicated that their primary schools did not have a school nurse. Asked why this was so, they revealed that government did not post nurses to primary schools.

When asked if public primary schools had any medical structure, they all said that schools did not have medical structures. When they were asked whether there was medical service accessibility in public primary schools, all interviewees indicated that both teachers and pupils accessed medical services from government health centers and private clinics since most schools were day schools. They also indicated that the schools’ budget for first aid and medical care was too small to cater for the teachers and the pupils. They reported that all they afforded was pain killers and support for making a few local sanitary towels for the girl child.

Asked what they thought was the effect of providing medical care to the teachers, the views of all the interviewees were consistent. They believed that providing medical care to teachers and the pupils would improve teachers’ performance greatly as it would minimize absenteeism of both the girl child and the teachers. According to them, if government improved budgets for public primary schools, provided a nurse for every school and first aid facilities and drugs, then teachers and pupils would perform better.

#### 4.7: Hypothesis Testing

The null hypothesis stated that: There is no significant relationship between teachers' medical care provision and teachers' performance in the teaching and learning process in selected Government aided primary schools in Tingey County, Kapchorwa District. Below are the results of the hypothesis

**Table 4.8: Pearson's correlation co-efficient for Provision of Medical Care and Teachers' Performance in the teaching and learning process**

		Provision of Medical Care	Teachers' Performance
Provision of Medical Care	Pearson Correlation Sig.(2-tailed) N	1 108	.544** .000 108
Teachers' Performance	Pearson Correlation Sig.(2-Tailed) N	.544** .000 108	1 108

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Field Data (2021)*

The results presented in Table 4.8 shows that Pearson Product Moment Correlation Coefficient for provision of medical care and teachers' performance was  $r=0.544$ , with a probability value  $p=0.000$  which was less than  $\alpha=0.01$  suggesting a significant correlation. This implies that provision of medical care significantly positively correlates with teachers' performance at one percent level of significance.

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

The study was conducted in order to examine the effect of teachers' welfare and teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District in order to improve teachers' performance. This chapter presents the discussion of the results presented in chapter four. The discussion oscillates between the theoretical foundation of this study presented in chapter two and the empirical evidence presented in chapter four. In addition, the discussion was done on the basis of the study objectives and research questions. With reference to the discussion, conclusions and recommendations were made.

#### **5.1 Summary of study findings**

##### **Objective One**

The first objective of this study was to find out the effect of teachers' housing on teachers' performance in the teaching and learning process in selected government primary schools in Tingeyi County, Kapchorwa District. The study found out that their Schools had enough teachers' houses. All teachers' houses being within the School compound, their schools always rented houses for teachers, all teachers being always housed by the school and that the Head teacher is housed by the School.

## **Objective Two**

The second objective of the study was to examine the contribution of provision of meals towards teachers' performance in government primary schools in Tingeyi County, Kapchorwa District. The study found out that the school always provides teachers with break tea; teachers are provided with food for lunch daily in this school, schools regularly provide evening tea to teachers, the school management budgets for teachers' meals at school and that parents provide food staffs to schools.

## **Objective Three**

Objective three of the study was to establish the relationship between teachers medical care provision and teachers' performance in government primary schools in Tingeyi County, Kapchorwa, District. The study found out that schools provided first aid to teachers always, schools had a school sickbay for all teachers, schools always collaborated with the nearest dispensary in providing medical care to teachers, school having a budget for teachers' medical care and that schools have a first aid box

## **5.2 Discussion**

### **Objective One**

The first objective of this study was to find out the effect of teachers' housing on teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District. The study found out that their schools had enough teachers' houses. This was in disagreement with According to UN-HABITAT Report, 2015) housing is accepted as one of the most important human need. In many districts in Uganda, many teachers live in squatter settlements or slums without security of tenure and with poor housing-related services (UN-HABITANT Report, 2015). Housing is still beyond the reach of most members of the

teaching profession and many families cannot afford basic and decent formal housing (Tao, 2013; World Bank Report, 2015).

In addition, it was evident from the study findings that all teachers' houses being within the School compound, on the contrary, As noted earlier, housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. The teacher does not need to walk or travel a long distance to school and this may minimize absenteeism, late coming; and it also enhances a teachers' status (Venkata & Lokanadha, 2015).

Findings of the study also indicated that their schools always rented houses for teachers. Accordingly, Kigenyi (2017) in his study on staff welfare and teachers' performance in public primary schools in Bugisu sub- region in Uganda noted that housing has a statistically significant effect on teachers' performance in public primary schools in Kapchorwa District and concluded that schools in Kapchorwa District did not have enough teachers' houses. There was lack of adequate teachers' housing, which had forced many of them to stay away from school in rented houses.

Findings of the study further revealed that all teachers being always housed by the school. Nevertheless, Kigenyi (2017) noted that schools in Kapchorwa District are finding difficulties in accommodating their staff or even moderate housing for teachers. From Kigenyi's findings, it is concluded that an improvement in the provision of teachers' housing leads to a significant increase in teachers' performance. Unfortunately, schools in Kapchorwa District did not have enough teachers' houses and do not rent houses for their teachers. Thus, if schools want to increase teachers' performance, they need pay much attention to construction of more teachers' houses at school,

Furthermore, from the study findings, it was evident that the Head teacher is housed by the school. However, according Steven Jojojo, a parent at Kinoni Primary School and district



councilor says in some areas parents have set up huts to accommodate the teachers but they are not fit for human occupation. Ms. Kadaga the Speaker Uganda Parliament, (The Daily Monitor 7<sup>th</sup>,October, 2019), who represented President Museveni at the World Teachers' Day national celebrations in Kamuli District acknowledges the inadequate staff houses and said staff accommodation was a big challenge, which affects performance.

## **Objective Two**

The second objective of the study was to examine the contribution of provision of meals towards teachers' performance in government primary schools in Tingeyi County, Kapchorwa District. The study found out that the school always provides teachers with break tea. This was in agreement with Kigenyi & Kakuru (2017) who noted that food is universally accepted as one of the most important human needs. Providing meals during morning, lunch and afternoon helps contribute to teachers' physical health. Teacher's play a key role in the teaching and learning process and their contribution to quality education cannot be ignored (Singh & Sarkar 2015).

The study also found out that teachers are provided with food for lunch daily in this school. Accordingly, Kigenyi (2017) opines that an improvement in the provision of teachers' meals in public primary schools in Kapchorwa District leads to a significant increase in teachers' performance. In addition, that the findings were in tune with both local and international empirical studies related to the effect of provision of meals at school on teachers' performance in public primary schools in Kapchorwa District but not in government primary schools in Tingey County, Kapchorwa District. In addition, study findings revealed that schools regularly provide evening tea to teachers. On the contrary, several studies have been done to establish the factors that affect teacher performance in Uganda. Nairuba (2011) conducted a study on the effect of motivational practices on teachers' performance among secondary school in Jinja, Uganda. In his findings he discovered that there was a very weak

relationship between motivational practices and teachers' performance in urban secondary school in Jinja. The study revealed that although motivational practices were employed, teachers' performance was still very low. The study concluded that there could be other factors that were affecting teachers' performance in the schools.

Evidence from the study findings indicated that the school management budgets for teachers' meals at school. However, Nairuba (2011) conducted a study on the effect of motivational practices on teachers' performance among secondary school in Jinja, Uganda. In his findings he discovered that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja. The study revealed that although motivational practices were employed, teachers' performance was still very low. Statistical evidence from the study findings further revealed that parents provide food staffs to schools. On the contrary, Nairuba (2011) conducted a study on the effect of motivational practices on teachers' performance among secondary school in Jinja, Uganda. In his findings he discovered that there was a very weak relationship between motivational practices and teachers' performance in urban secondary school in Jinja.

### **Objective Three**

Objective three of the study was to establish the relationship between teachers medical care provision and teachers' performance in government primary schools in Tingeyi County, Kapchorwa, District. The study found out that schools provided first aid to teachers always. On the contrary, Bricheno *et al.*, (2009) conducted interviews amongst the 31 stakeholders from the Teacher Support Network Group, non-governmental organizations, academia, government and local authorities. It was striking that all respondents reported that teacher wellbeing would have an impact on student outcomes and the effectiveness of student learning.

It was also revealed from the study findings that schools had a school sick bay for all teachers. However, the Teacher Support Network, has undertaken a literature review focusing on the relationship between teacher health and wellbeing and student educational outcomes (Bhatnagar, A, 2014). Findings of the study further indicated that schools always collaborated with the nearest dispensary in providing medical care to teachers. However, Bhatnagar (2014) noted that the health of employees is a major factor in an organization's performance and competitiveness. Employees in good health can be up to three times as productive as those in poor health; can experience fewer motivational problems; are more resilient to change and they are more likely to be engaged with the business's priorities (Bricheno, P., Brown, S. & Lubansky, R, 2009).

From the study findings, it was indicated that school having a budget for teachers' medical care. This was in disagreement with Waddell & Burton (2006), who conducted a study on enhancing organizational productivity and outcomes. Workplace health interventions are more likely to be effective in organizations that promote good quality work (Bricheno, P., Brown, S. & Lubansky, R, 2009).

Findings of the study further revealed that schools have a first aid box. This was in agreement with Odhiong and Omolo (2015), Lyimo (2014) who noted that comprehensive school health programmes are now a concern of education stakeholders all over the world. The provision of medical care to teachers is a concern for the teachers' mental and physical health which affects their work as educators (Lyimo, 2014).

## **5.3 Conclusions**

### **Objective One**

The first objective of this study was to find out the effect of teachers' housing on teachers' performance in selected government primary schools in Tingeyi County, Kapchorwa District. The study concluded that since teachers' housing on teachers' performance in selected government primary schools has an effect on teachers' performance in selected government primary schools, all teachers' houses being within the School compound, schools always rented houses for teachers, all teachers being always housed by the school and that the Head teacher is housed by the school; the issue of teachers' housing is paramount to enhance teachers' performance

### **Objective Two**

The second objective of the study was to establish the contribution of provision of meals towards teachers' performance in government primary schools in Tingeyi County, Kapchorwa District. The study concluded that as far as the contribution of provision of meals towards teachers' performance in government primary schools is concerned, the school providing teachers with break tea, teachers providing with food for lunch daily in this school, schools regularly providing evening tea to teachers, the school management budgets for teachers' meals at school and parents providing food staffs to schools; the provision of meals towards teachers' performance is an aspect that cannot be ignored.

### **Objective Three**

Objective Three of the study was to establish the relationship between teachers medical care provision and teachers' performance in government primary schools in Tingeyi County, Kapchorwa, District. The study concluded that as much as schools provided first aid to teachers always, schools had a school sick bay for all teachers, schools always collaborated

with the nearest dispensary in providing medical care to teachers, school had a budget for teachers' medical care and schools have a first aid box; it would be critical to consider teachers medical care as a vital ingredient in stimulating teachers' performance.

## **5.4 Recommendations**

### **Objective One**

The first objective of this study was to find out the effect of teachers' housing on teachers' performance in selected government primary schools in Tingeyi County, Kapchorwa District. Accordingly, the study recommended that government with the relevant educational stakeholders should put in place appropriate measures and mechanisms that are tailored towards availing enough teachers' houses so that teachers are housed being within the school compound or rented houses for teachers and the Head teachers are housed by the school

### **Objective Two**

The second objective of the study was to establish the contribution of provision of meals towards teachers' performance in government primary schools in Tingeyi County, Kapchorwa District. The study recommended that the ministry of education science and sports has to urgently address the matter of the provision of teachers with break tea, food for lunch daily in schools, evening tea, the school management budgeting for teachers' meals at school and parents' provision of food staffs to schools.

### **Objective Three**

Objective three of the study was to establish the relationship between teachers medical care provision and teachers' performance in government primary schools in Tingeyi County, Kapchorwa, District. The study concluded that the government and the relevant ministry have the duty to provide schools first aid to teachers, a school sick bay for all teachers,

collaborated with the nearest dispensary in providing medical care to teachers, schools having a special budget for teachers' medical care with schools having a first aid box

### **5.5 Suggested Areas for Further Research**

The study was conducted in order to examine the effect of teachers' welfare and teachers' performance in selected Government aided primary schools in Tingey County, Kapchorwa District in order to improve teachers' performance. It is, therefore suggested that another study could be conducted in another part of the country. In addition, a study could be carried out to investigate effect of teachers' welfare and students' performance

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE

Dear Respondent, this questionnaire is intended to collect data from teachers and members of school management committees on the effect of welfare on teachers' performance in government primary schools in Tingey County. You are kindly requested to complete the questionnaire as illustrated in each section. Kindly answer the questions as honestly as possible. The information you give will be kept confidential and used for academic purposes only.

#### SECTION A: Personal Information

Please indicate the correct option by ticking (√)

1. Gender: Male  Female
2. Age: 10-20 years  21-30 years  31-40 years  41-50 years  51 and above

**SECTION B: Housing and Teachers Performance** Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: 5= strongly Agree, 4=Agree, 3=Disagree, 2= strongly disagree 1= Not sure.

	Statement	5	4	3	2	1
B1	Our School has enough teachers' houses					
B2	All teachers' houses are within the School compound					
B3	This School always rents houses for teachers					
B4	All teachers are always housed by the school					
B5	The Head teacher is housed by the School					

**SECTION C: Provision of Meals and Teachers Performance**

	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
C1	The school always provides teachers with break tea					
C2	Teachers are provided with food for lunch daily in this school					
C3	This school regularly provides evening tea to teachers					
C4	The school management budgets for teachers' meals at school					
C5	Parents provides food staffs to this school					

**SECTION D: Provision of Medical Care and Teachers' Performance**

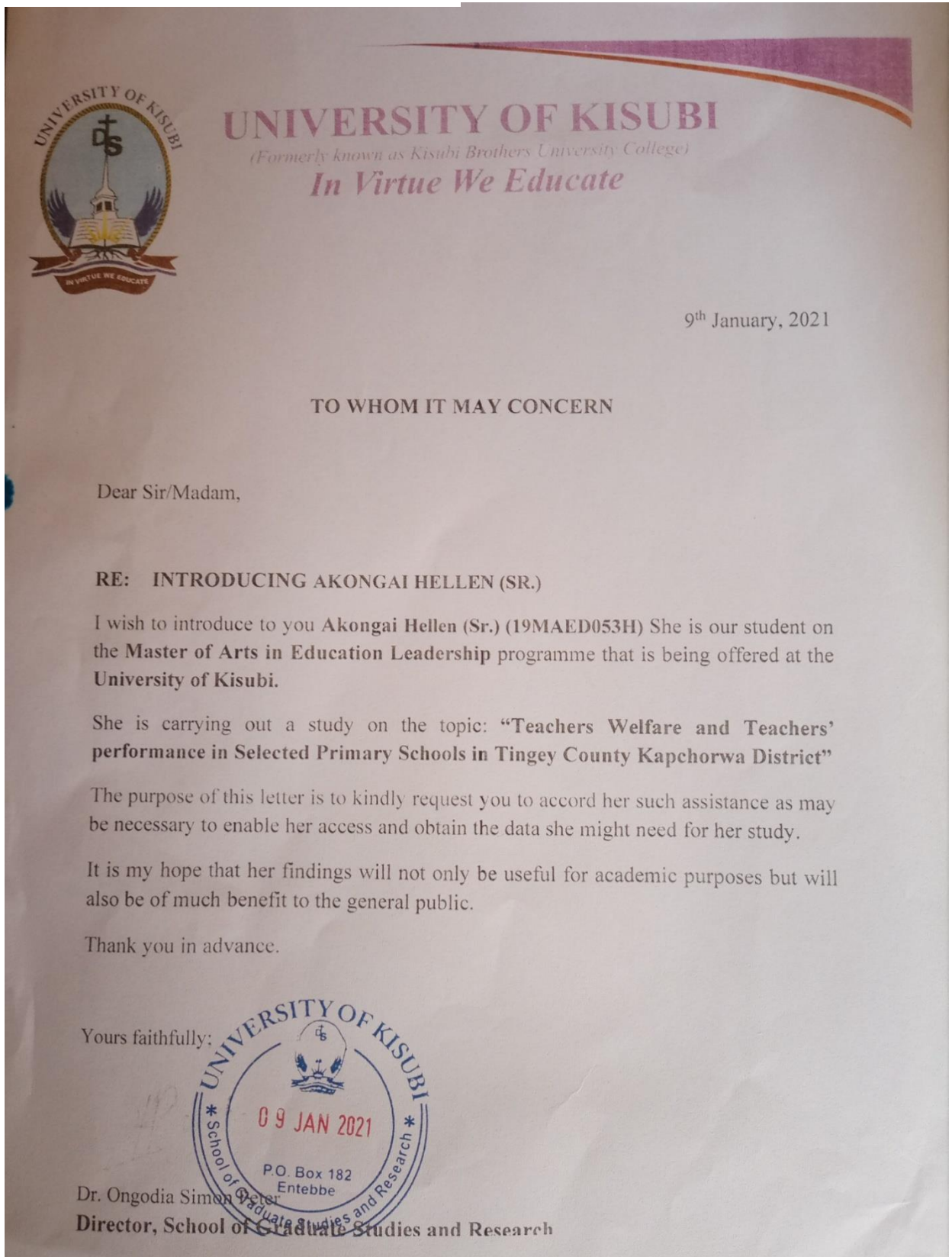
	<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
D1	This school provides first aid to teachers always					
D2	This school has a school sick bay for all teachers					
D3	this school always collaborates with the nearest dispensary in providing medical care to teachers.					
D4	This school has a budget for teachers' medical care.					
D5	This school has a first aid box					

## **Appendix II: Interview guide for Head teachers**

1. How many schools are in your county?
2. How many teachers do you have on the government payroll in your school?
3. Do you have adequate housing for teachers in your school?
4. How many teachers are housed by the school?
5. Does your school rent houses for teachers?
6. How does teacher housing affect the teachers' preparations of
  - (i) Schemes of work
  - (ii) Lessons plans
  - (iii) Co-curricular activities
  - (iv) Actual teaching
  - (v) Assessment of learners
  - (vi) Absenteeism?
7. How do teachers get meals in your school?
8. Who pays for teachers meals in this school?
9. What is your opinion on the effect of meals on?
  - a) Teachers' Lesson preparation
  - b) Actual teaching
  - c) Absenteeism
  - d) Assessment of learners
  - e) Time management
  - f) Counseling and guidance
  - g) Pupil discipline management
10. What happens to teachers who fall sick in your school?
11. What is your opinion on the effect of provision of medical care on teacher performance in government primary schools in your district?

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION AND COOPERATION**

### Appendix III: Acceptance Letters

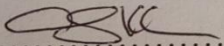


TO WHOM IT MAY CONCERN.

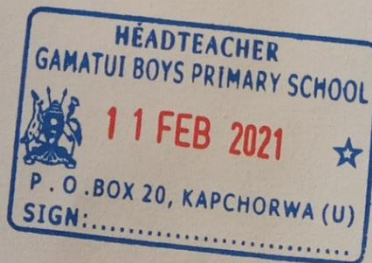
**Re: ACCEPTANCE LETTER.**

I, CHRISTOPHER STEPHEN.....Headteacher  
of.....GAMATUI BOYS PR. SCHOOL.....  
willingly accept you SR. HELLER AKONGAI.....to carry  
your research in my school for your own benefit, the district and the benefit of  
entire nation and beyond .I wish you success in your research. God bless  
Thanks.

Yours in-service,

  
.....

HEADTEACHER.





TO WHOM IT MAY CONCERN.

**Re: ACCEPTANCE LETTER.**

I. SIWA ABUBAKAR.....Headteacher

of.....KOBIL PRIMARY SCHOOL.....

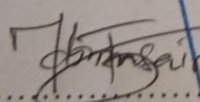
willingly accept you SR. HELEN AKONGOT.....to ca

your research in my school for your own benefit, the district and the benefi

entire nation and beyond .I wish you success in your research. God ble:

Thanks.

Yours in-service,



HEADTEACHER.



0787555975

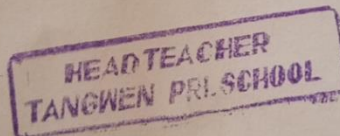
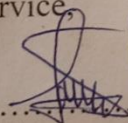
TO WHOM IT MAY CONCERN.

**Re: ACCEPTANCE LETTER.**

I, WALIAMBULA AKIM ..... Headteacher  
of TANGWEN PRIMARY SCHOOL .....do  
willingly accept you SR. HELLEN AKONGA! .....to carry out  
your research in my school for your own benefit, the district and the benefit of the  
entire nation and beyond .I wish you success in your research. God bless you!

Thanks.

Yours in-service,



HEADTEACHER.

TO WHOM IT MAY CONCERN.

**Re: ACCEPTANCE LETTER.**

I... CHELANCIAT TEREZA ..... Headteacher

of... KAPKWIRWOK PRIMARY SCHOOL .....do

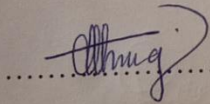
willingly accept you SR. HELLEN AKONGAI .....to carry out

your research in my school for your own benefit, the district and the benefit of the

entire nation and beyond .I wish you success in your research. God bless you!

Thanks.

Yours in-service,



HEADTEACHER.

0784672265.





TO WHOM IT MAY CONCERN.

**Re: ACCEPTANCE LETTER.**

I, LAWAI DANIEL ..... Headteacher  
of GAMAU GIRL BOARDING PLS ..... do  
willingly accept you SR. HELLEN AKONGAI to carry out  
your research in my school for your own benefit, the district and the benefit of the  
entire nation and beyond .I wish you success in your research. God bless you!

Thanks.

Yours in-service,



Dawai

0758767751

HEADTEACHER.

TO WHOM IT MAY CONCERN.

**Re: ACCEPTANCE LETTER.**

I, CHELI BEI ANDREW Headteacher  
of BUGIMOTWA PRIMARY SCHOOL do  
willingly accept you SP. HELLEN AKONKOT to carry out  
your research in my school for your own benefit, the district and the benefit of the  
entire nation and beyond. I wish you success in your research. God bless you!

Thanks.

Yours in-service,

  
.....  


HEADTEACHER.

## DETERMINATION OF SAMPLE SIZE

Table 3.2 A sample size (S) required for a given population size (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	<b>280</b>	<b>162</b>	800	256	2,800	338
15	14	110	86	290	165	850	260	3,000	341
20	19	120	92	300	169	900	269	3,500	346
25	24	130	97	320	179	950	274	4,000	351
30	28	140	103	340	181	1000	278	4,500	354
35	32	150	108	360	186	1100	285	5,000	357
40	36	<b>160</b>	<b>113</b>	380	191	1200	291	6,000	361
45	40	170	118	400	196	1300	297	7,000	364
50	42	180	123	420	201	1400	302	8,000	367
55	48	190	127	440	205	1500	306	9,000	368
60	52	200	132	460	210	1600	310	10,000	370
65	56	210	136	480	214	1700	313	15,000	375
70	59	220	140	500	217	1800	317	20,000	377
75	63	230	144	550	226	1900	320	30,000	379
80	66	249	148	600	234	2000	322	40,000	380
85	70	250	152	650	242	2200	327	50,000	381
90	73	260	155	700	248	2400	331	75,000	382
95	76	270	159	750	254	2600	335	100,000	384

Note: From R.V. Krejgie and D.W. Morgan (1970), Determining sample size for researchactivities, Educational and Psychological Measurement, 30,608 Sage Publication